**Lesson Title:**

**Name of Corresponding Unit:** Our Unique Place

**Creator:** Rachael Gustaveson and Anne Lessard

**Grade level(s):** 7

**Recommended Duration:** 2 blocks of 80 minutes

**Essential Question:** How does place influence a person?

**Specific Learning Goals for this lesson:**

* Students will know:
* There is a history of stewardship in Vermont, in particular Marsh-Billings-Rockefeller National Historic Park (MBRNHP)
* The two principles of MBRNHP are conservation and stewardship.
* Students will understand:
* Individuals influence where they live and others that live in that place.
* Place influences people.
* Students will be able to:
* Define stewardship and identify examples of stewards.

**Lesson Overview:**

Students will learn about the stewards of the Marsh-Billings-Rockefeller National Historic Park and their ideas. Students will read articles in pairs and be responsible for teaching the information in that article to the rest of the class.

**Description & Sequence:**

1. Journaling:
   1. Option 1: Pick one of these cartoons and discuss how it relates to conservation or stewardship.
   2. Option 2: Discuss your own thoughts on conservation and stewardship.
2. Stewardship and Conservation are the two principles of this park. How did this come to be?
   1. Students will learn more about the men who influenced the park and their ideas by reading articles and teaching each other.
   2. Students will be in groups of two or three.
   3. Each student must read the article and take notes using dialectic notebook or a graphic organizer.
   4. Students must prepare a presentation of the article to the rest of the class. They may use any of the web tools learned so far in this presentation.
      1. In the presentation they must also prepare two discussion questions to the class.
   5. Students will need to keep track of information so they can use it in their final presentation.
3. When all presentations are finished, help students consolidate information about each man (Marsh, Billings, Rockefeller) by creating a tree map (thinkingmaps.org or bubbl.us).
4. Consolidation: What is Missing? Maya Lin Memorial
   1. Students can explore conservation and stewardship needs from around the world at www.whatismissing.net

**Pre-Assessment:**

Journal activity is meant to gauge their understanding of stewardship and conservation thus far.

**Summative Assessment:**

The information garnered from this exercise will be used in student’s final presentation to the park experts.

How will you **Differentiate Instruction** for various learners? (Consider content, process, and product)

Articles will be differentiated and assigned according to reading level.

Student groups will be created with abilities in mind.

Different graphic organizers will be provided for organization as well as note taking.

Products will vary according to choice.

**Student-centered learning:**

*Collaboration* – Students are working in groups.

*Choice* – Students choose their end products.

*Challenge* – Students will be challenged by reading material and organization of notes taken from each presentation.

*Authentic Audience* – Students will be responsible for providing enough in depth information to each other about Marsh, Billings, and Rockefeller. They are relying on each other for information they need to include in the final presentation. The better a job they do here, the less research they will need to do later.

**Inquiry-based learning:**

As a part of teaching the articles, the students must engage their audience be creating two discussion questions for each article. These questions need to be open ended.

**Materials:**

Articles

Net books

Graphic organizers

**Resources:**

Thinkingmaps.org

VPR.net  
*Upper Valley Magazine*

Marsh, George Perkins. *Man and Nature: Or, Physical Geography as Modified by Human Action.* Massachusetts: Harvard University Press, 1965.

Albers, Jan. *Hands on the Land: A History of the Vermont Landscape*. Massachusetts: MIT Press, 2000.

Johnson, Allen. *Dictionary of American Biography.* New York: Charles Scribner's Sons, 1928-36. Vol. 2.

Reader’s Digest

*Forest Stewardship: Marsh, Pinchot and America Today* by David Lowenthal

[www.whatismissing.net](http://www.whatismissing.net)

bubbl.us

Vermont Standards & Grade Expectations Addressed:

**R7: 12 Demonstrate initial understanding of informational texts (expository and practical texts) by…**  
-Organizing information to show understanding (e.g., representing main/central ideas or details within text  through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)

**R7: 16 Analyze and interpret informational text, citing evidence as appropriate by…**-Explaining connections about information within a text, across texts, or to related ideas  
-Synthesizing and evaluating information within or across text(s) (e.g., constructing appropriate titles; or formulating assertions or controlling ideas)

21st Century Skills including Technology:

Using web tools

Collaboration

File Attachments:

Articles